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ABSTRACT

The major purpose of the study was to determine the basic reasons for nonparticipation of California vocational agriculture students in the Future Farmers of America (FFA) organization and to develop strategies for increasing membership percentages. After calculating a 1973-74 FFA membership percentage for each California school, schools were assigned to a high/medium/low membership group. Students enrolled in vocational agriculture classes in 19 randomly selected California high schools were the target population; FFA advisors at each school randomly selected two vocational agriculture classes for participation. Data were collected by classroom administered questionnaires from 504 students and by local FFA advisor questionnaires. Five vocational agriculture teachers reviewed the data analysis, providing interpretation, discussion, and subsequent recommendations. Data showed significant differences in FFA member and nonmember responses on some topics as well as similar responses to a number of topics. No single statement appeared indicative of reasons for low membership percentages. Chapters 3, 4, and 5 provide in-depth coverage of findings, discussion, and recommendations. More than half of the document is appendixes, consisting of data collection instruments (student and advisor questionnaires) and 58 statistical tables for the student questionnaire. (EA)

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INVOLVEMENT OF VOCATIONAL AGRICULTURE STUDENTS IN VOCATIONAL EDUCATION STUDENT ORGANIZATIONS

A Staff Study

by

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CHAPTER I

INTRODUCTION

Participation in student organizations has long been accepted as an important part of the program of vocational education in the United States. The United States Senate Committee on Labor and Public Welfare (1968) reviewed the development of organizations composed of students enrolled in various education programs and reported that from the very beginning, these youth programs have been recognized as integral parts of the instructional program in vocational education. Their final report cited these groups as "excellent supplements to regular classroom instruction by affording an opportunity for personal development, for training and experience in leadership, and for using initiative and enthusiasm in promoting vocational education."

A review of the learning theories which support the utilization of student activities provides validation supporting the inclusion of these organizations in the school program. Karlin and Berger (1971) stated that young people need desperately to feel they are members of a group because the group provides a sense of peer acceptance, personal security, and a means of obtaining skills and knowledge. Coyle (1947) suggested that peer groups assist teenagers by filling several needs including the needs to develop maturity, to come to terms with authority, and to relate oneself to a larger whole. Lawhead (1963) identified five definite benefits of peer group involvement: (1) Developing a recognition of the rights of others; (2) Screening as a control of behavior; (3) Giving security at a needed stage of development; (4) Providing a source of cultural identification; and (5) Determining personality roles. The use of organized student activities as an integral part of the total program of vocational

education would appear highly meritorious in meeting the growth and development needs of adolescents.

In support of the objectives stated by many youth groups, that membership in these organizations improves student motivation, Hilgard (1956) suggests that while a motivated learner, operating under the control of rewards is not superior to a learner possessing basic, intrinsic motivation within himself, the desire to gain rewards and recognition does produce a more interested student thereby a student who learns more readily than an unmotivated learner. The Contest and Awards Programs of the National FFA Foundation, for example, utilizes this theory.

A second theory advanced by Hilgard justifies the practical approach to learning which is common to all of vocational education and its youth groups. The use of problem-solving and creative studies is preferable to rote learning because it places greater emphasis upon integration of theory with practice. It also calls upon the student to bring prior knowledge and experience to bear on the solution of the current problem.

Another source of supporting rationale for the involvement of all students in youth organizations comes from Hughes (1937). In the belief that before a pupil leaves school, he should have some experience in assuming responsibility for his own conduct, these researchers cited four stages of human development through which all individuals pass. Similar, in many respects, to the benefits of peer groups cited earlier by Lawhead (1963), Hughes and Hughes present the stages of adolescent as the Prudential Stage (very early in life - discovering that fire is hot and floors are hard), Authoritarian Stage (late diaper stage plus - some personal actions, are rewarded, others result in discomfort or displeasure), Social Stage (impulses are controlled externally by prudence, authority, or force of group and public pressure), and finally, although not everyone

may reach this level, the Personal Stage (an individual is guided by internal forces executed by his ideal self). The vocational education youth organizations purport to assist the student member to develop a level of social competence and confidence which can be later utilized on the job as a successful employee.

Although there is a limited amount of empirical data available, several studies have been completed which have contributed to our knowledge of the value of youth organizations. Bainbridge, (1950) for example concluded, after surveying 66 business teachers in 1950, that the stated purposes of the activities included in her study were being successfully met and that the students of these teachers were developing social and vocational skills, acquiring knowledge and experiences which would help them adjust to the business environment and to life in general. Bishop (1955) found a positive relationship between participation in extra-curricular activities and higher scores on the California Test on Personality. Through the use of a pupil rating scale, Bishop also reported that students who were active in student activities ranked higher on the six traits of trustworthy, resourceful, leadership, disposition, independence and enthusiasm.

It would appear that an agricultural student's education would be less than complete unless he is active in the local FFA chapter's activities.

It is not surprising to find increasing concern among vocational agriculture educators over the declining percentage of membership in the FFA. Enrollment in vocational agriculture programs in California expanded from 15,429 students in 1963-64 to 44,872 students in 1973-74. During the same time, FFA membership has grown from 12,573 members in 1963-64 to 19,882 members in 1973-74. Although the numbers of members has been increasing, the percent of vocational agriculture students who join the FFA has been decreasing from 81.5% in 1963-64 to 44.3% in 1973-74.

Vocational educators believe youth organizations do play a very important role in the total education and maturation processes of a student's vocational preparation, therefore, the serious problem of declining membership must be investigated. The findings, conclusions and recommendations of such a study must be made public and sound programs implemented to reverse the downward trend such that the membership percentage is more in harmony with total enrollment in vocational agriculture.

PURPOSE

The major purpose of this study is to determine the basic reasons for non-participation of vocational agriculture students in the Future Farmers of America organization and to develop strategies which will increase membership percentages.

OBJECTIVES

1. To determine modifications appropriate for existing agriculture curriculum and teaching materials necessary to meet the needs of a greater proportion of students as it concerns participation in the FFA organization.

2. To determine modifications appropriate for the FFA organization and its activities necessary to accomplish a greater degree of vo-ag student participation.

3. To determine what preservice and inservice teacher preparation modifications are required to cause teachers to be more effective in utilizing FFA in the instructional program.

4. To determine what teacher and student attitudinal factors contribute to ineffective utilization of FFA in the instructional program.

5. To determine the extent to which other school and community activities compete with FFA for a member's time, talents, finances.

6. To prepare and propose a plan for increasing vo-ag student participation in FFA activities.

CHAPTER II

METHODOLOGY

POPULATION AND SAMPLE

The population of this study was students enrolled in vocational agriculture education programs in California during the Spring Semester of 1975.

The 1973-74 enrollment data and FFA membership numbers for each school in the state was obtained from the State FFA Advisor's Office. An FFA membership percentage was calculated for each school. To provide geographical representation in the sample, all schools were assigned to one of the standard seven agricultural regions for agricultural education in California. Each school in each region, was then assigned to a High (above 66%), Medium (34-65%) or Low (33% or less) membership group. Utilizing a table of random numbers, one school in each group in each region was contacted for participation in the study. With the exception of two schools, all schools contacted expressed a willingness to participate. The table of random numbers was again utilized to identify a second selection for the two schools who expressed a willingness to not participate. When all data was assembled, two additional schools failed to respond to the agreed upon data collection procedure. The target population of this study consisted of those students enrolled in vocational agriculture classes in nineteen randomly selected California high schools.

Each local FFA Advisor at each school was instructed to randomly select two of the classes in vocational agriculture at his school by drawing names of classes from a hat.

INSTRUMENTATION

The students in the identified classes were administered a questionnaire to collect the data for this study. The questionnaire used in this study

had been developed during the summer of 1974 and field tested on approximately sixty students. Additional field testing of the student questionnaire was carried out during the fall semester of 1974 on approximately 458 students of vocational agriculture in selected high schools.

Data were also collected from the local FFA Advisors at these nineteen high schools using an advisor's questionnaire which had followed a developmental process similar to the student questionnaire.

DATA COLLECTION AND ANALYSIS

Data collection was accomplished through a student questionnaire and an advisor's questionnaire during the Spring Semester of 1975. All data collected were coded, punched and submitted for analysis using the SPSS code book and crosstab procedures.

NON-RESPONSE AND MISSING DATA

The data collection procedures utilized in this study resulted in a completed questionnaire from each student enrolled in each identified class, who was in attendance at school the day the questionnaire was administered. No instructor reported any significant deviation in the absentee rate this day as compared to any other day.

Missing data on each questionnaire resultant from a student or advisor's failure to respond to a particular question. The missing data were few and randomized. Missing data should not be an item of concern to the interpretation of the various tables.

SUMMARY

Data for this study were collected by classroom administered questionnaires from 504 students of vocational agriculture who were enrolled in programs of vocational education in Agriculture in nineteen California high schools during the Spring Semester of 1975. Data were also collected from

the local FFA advisor at each of these nineteen schools. All data were coded and keypunched for computer analysis utilizing the chi-square statistic.

CHAPTER III

FINDINGS

The data collected in this study are reported with emphasis upon statistical significance. The discussion of the implications which these data hold will be found in Chapter IV.

Each research objective was stated as a null hypothesis for a chi-square test of independence. When the null hypothesis of independence was rejected, Cramer's statistic was computed to indicate the degree of relationship between the variables under investigation.

TESTS FOR INDEPENDENCE

The following narative description of tables (Appendix C) is presented for simplicity. The statistical significance level was set at .05 for interpretation of the chi-square result. The Cramer's V statistic should be noted in tables (Appendix C) where the difference between members and non-members is interpreted to be significant at the .05 level.

RESPONSE TO STATEMENTS OF OPINION

The following chi-square tables produced insignificant chi-square values, therefore, it may be concluded that there was no significant difference between the response of members and non-members to each statement. The number following the statement indicates the table (Appendix C) from which the state is drawn.

1. Cooperation is an important part of the FFA. (1)
2. The FFA provides enough leadership training opportunities for its members. (3)
3. Preparation for contests should be a part of the classroom instruction. (5)
4. FFA contests should be a place to put into practice skills learned in the classroom. (6)
5. All vo-ag classes should include instruction in the FFA. (8)

6. All vo-ag classes receive instruction about the FFA. (9)

7. My vo-ag teacher recommends that all vo-ag students join the FFA. (11)

8. My vo-ag teacher is well respected on the campus. (12)

9. My vo-ag teacher is really a good one. (13)

10. The name Future Farmers of America suggests the organization is concerned mainly with the production aspect of agriculture. (14)

11. The use of the letters FFA rather than the name Future Farmers of America does not attract more members to join. (15)

12. The FFA has a livestock/cowboy image on our campus. (17)

13. Eighth graders hear about the FFA because of the efforts of their ag. teacher and the FFA chapter. (19)

14. Membership in the FFA encourages students to enroll in vocational agriculture. (20)

15. The requirements to join the FFA are: 1) to be a vo-ag student, and 2) to pay the membership dues. (21)

16. The FFA provides enough activities to allow most members an opportunity to get recognition. (23)

17. The FFA provides enough recognition for students with outstanding programs. (24)

18. The FFA provides enough awards in my area of interest. (25)

19. Members with non-production projects receive a much consideration for FFA degrees. (26)

Each of the following statements yielded a significant chi-square value at the .05 level. The statement is followed by the number of the table (Appendix C) from which the statement was drawn.

Members reported:

1. That FFA provides many opportunities for development of citizenship whereas a significant number of non-members felt otherwise. (2)

2. That the use of vo-ag class time for FFA activities is very worthwhile whereas a significant number of non-members felt otherwise. (4)

3. That students should be encouraged to join the FFA when they enroll in vo-ag whereas a significant number of non-members felt otherwise. (7)

4. That FFA is an important part of the vo-ag program whereas a significant number of non-members indicated otherwise. (10)

5. That FFA provides an adequate number of activities for all members whereas a significant number of non-members felt otherwise. (22)

6. Disagreement with the statement "there should be less emphasis on winning," whereas significantly fewer non-members felt the same way. (27)

7. That membership in the FFA has no influence on the grade received in vo-ag whereas a significant number of non-members felt that membership does influence the grade. (18)

8. That a greater percentage of non-members felt the FFA members should be given more freedom to make decisions concerning chapter activities than did the members themselves. (16)

RESPONSE TO "WHY I AM TAKING VO-AG"

When asked to rank a series of statements of reasons a student enrolls in vo-ag, a significantly greater number of members than non-members identified their top two reasons as being (1) "I want a career in agriculture," (Table 28) and (2) "In order to show at fairs." (Table 29) Non-members consistently cited their top two reasons for taking agriculture as (1) "I want a career in agriculture," (Table 28) and (2) "This class meets the science requirement for me." (Table 33)

RESPONSE TO THE QUESTION "WHO ASKED YOU TO JOIN THE FFA THIS YEAR?"

Table 35 indicates no significant difference between members and non-members in response to the question "Who asked you to join the FFA this year?" A majority of both members and non-members felt that no one had asked them to join the FFA this year.

YEAR IN HIGH SCHOOL

The crosstabulation of members and non-members by year in high school (Tables 36-40) yielded non-significant chi-square values for each year in school. There were no significant differences between members and non-members either in total or at any specific year in school.

OTHER VARIABLES

Table 41 indicates no significant difference between members and non-members as regards to last years level of activity in organizations other than the FFA.

Table 42 indicates no significant difference between the number of members and non-members and the sex of the student.

Table 43 indicates that a significantly greater percentage of students who are first year vo-ag students have not joined the FFA.

Table 44 indicates no significant difference between the number of members than non-members and the location of their high schools.

Table 45 indicates that a significantly greater number of members than non-members received "regular" home visits last year.

Table 46 indicates no significant difference between the sex of the student and the frequency of home visits last year.

Table 47-51 presents the results of chi-square calculations between membership status and career objective. Tables 47-48 indicate no significant difference between the career objective of all students and first year agriculture students. Tables 49-51 indicates a significant difference between second, third and fourth year vo-ag students who are members and non-members and their career objective.

Table 52 presents a frequency count of the response of members when asked the question "Why did you join the FFA this year?" Members

consistently stated that the primary reasons for joining the FFA were (1) "to participate in project activities," and (2) "to be able to show at fairs."

When students were asked to respond to a variety of statements that would increase membership in our FFA chapter (Table 35), both members and non-members cited as their number one response, "if the FFA had a better image on our campus." The second primary suggestion of both members and non-members for increasing local FFA membership is for, "all vo-ag students to have an interest in agriculture."

Table 54 indicates the response of non-members to statements "which might make you reconsider joining the FFA." Non-members reasons included: (1) if activities were held on weekdays, not on weekends, (2) projects were not required, and (3) if we had more activities suited to my interests.

ADVISOR RESPONSES

Table 55-58 (Appendix D) chi-square tabulation of the advisors of high and low membership percentage chapters. Although none of the tables resulted in significant chi-square values, it is suspected that this lack of statistical significance may be due to small sample size. The data is presented for interest only and is inconclusive as to its implications.

SUMMARY

Each of the tables present interesting data. Although not all tables resulted in significant chi-square values, it is interesting to note that in certain instances, both members and non-members did not respond significantly different even though one might expect them to be different. The analysis of these results are reported and discussed in Chapter IV.

CHAPTER IV

DISCUSSION

The results of the analysis of the data collected in this study were submitted to a panel of five full-time teachers of vocational agriculture for interpretation, discussion and subsequent recommendations. The following synopsis of the viewpoints expressed by this review team provide the basis for recommended action designed to strengthen and extend the involvement of vocational agriculture students in the FFA program of activities.

Although the review team expressed some surprise at the number of topics which members and non-members responded similarly, no single statement was singled out as indicative of reasons for low membership percentages.

LIVESTOCK/COWBOY IMAGE

The response by both members and non-members that FFA has a cowboy/livestock image on our campus may be good or bad depending upon one's perception.

CITIZENSHIP

The review panel expressed no surprise at the response of members "that FFA provides many opportunities for the development of citizenship." The apparent lack of understanding of the citizenship development opportunities of the FFA as expressed by non-members is attributed to the lack of knowledge of its function and purpose of the local FFA chapter.

Although a few chapters do present awards for outstanding citizenship, non-members do not learn of these awards before joining the organization.

USE OF VO-AG CLASS TIME

The use of vo-ag class time for FFA activities was reported as desirable by members and non-desirable by non-members.

The review panel expressed a degree of empathy with the response of non-members. It was felt, however, that since FFA is intra-curricular, classtime for FFA announcements and some FFA activities were justified.

All vo-ag students should be encouraged to join FFA.

FFA is an important part of the vo-ag program.

FFA provides an adequate number of activities.

The negative response of non-members to these statements was attributed by the review panel, to the lack of knowledge of the benefits FFA has to offer all vo-ag students. There exists an apparent real need to do more to educate the non-member vo-ag student to the values and benefits afforded him by the FFA.

LESS EMPHASIS ON WINNING

Although a majority of both members and non-members expressed a feeling that there should be more emphasis on winning, there were significantly greater number of non-members who reported agreement with this statement.

The review committee discussed the desirability of making everyone a winner, each in his own way. They expressed a recognition that frequently the opportunity to win an award or other recognition is limited to a few of the "strongest" or "most active" members. Apparently a significant number of non-members are saying that too much emphasis is placed on winning and this may be due to their lack of personal achievement or lack of personally winning some award or recognition.

FFA INFLUENCE ON VO-AG GRADES

FFA members reported that FFA activities do not influence grades received in vo-ag classes, yet a significant number of non-members believed that FFA activities do influence grades.

The review team of local advisors expressed an understanding of feelings of non-members, yet attributed it more to a lack of understanding

than to actual fact. Several advisors cited examples of school policies which prohibited the influencing of class grades by attitudes, attendance or participation in curricular activities. Other advisors reported that the FFA member is often the student who maintains a record of supervised occupational experience program which assists in putting the class instruction into actual practice. This application often results in improved learning and higher grades.

FREEDOM FOR FFA MEMBERS

A significantly greater number of non-members reported a feeling that FFA members need to be given more freedom to make decisions concerning chapter activities. This finding contains an innuendo that FFA members are perceived by non-members to have limited freedom in decisions regarding local chapter activities. The panel of advisors who served as a review team for this study concluded that non-members "don't know what they are saying, since they don't view the actual decision making process of the local chapter." The fact that members expressed satisfaction with their current level of freedom regarding decisions effecting their chapter was thought to be evidence of the soundness of present operational procedures.

WHY I AM TAKING VO-AG

Both members and non-members consistently identified a desire for a career in agriculture as their primary reason for taking agriculture. The second reason most frequently cited by members was "to show at fairs," whereas the second most frequently cited reason of non-members for taking agriculture was that "this class meets the science requirement."

The review panel discussed the educational benefits of fairs and the motivational force that premium money, social activity and competition contains for high school students. The committee concluded that activities, like fairs, although sometimes over-used or abused, do motivate students to join the FFA.

WHO ASKED YOU TO JOIN THE FFA THIS YEAR

The review team expressed amazement that a majority of both members and non-members felt no one had asked them to join the FFA this year. There appears to be a real opportunity to improve the involvement of all vo-ag students in FFA activities through the simple use of personal contact, by either the chapter members, officers or advisors.

YEAR IN SCHOOL

In reviewing the comparisons of percentages of members and non-members by year in high school, the committee was surprised to find that less than 13 percent of the students participating in the sample were seniors in high school. Assuming the sample population to be valid, the committee believes that the low percentage of seniors probably reflects the exploratory nature of freshmen and sophomores.

Table 40 represents fourth year agriculture students indicating that 81 percent of fourth year vo-ag students are members of the FFA organization. The committee feels that this reflects the "holding power" of the FFA. Vo-ag students, who are non-members of the FFA organization, apparently do not complete the regular four year vo-ag program as frequently as those vo-ag students who are members of the FFA. Since the entire four year program is most desirable, every effort should be made to encourage each student to join the FFA, thereby increasing his chances for completing the complete vo-ag program.

YEAR IN VO-AG

The review panel expressed amazement at the high percentage (51.2%) of vo-ag students who were enrolled in their first vo-ag class, whereas only a very low percentage (8.4%) of vo-ag students were enrolled in their fourth year in vo-ag. Some members of the review panel attributed reasons for this sharp decline to the "exploratory nature of first year ag.

students," and the "lack of sound guidance and selection processes of first year ag. students." The review team noted that 63.8% of the non-members are first year vo-ag students. There appears to be a real need to explain the FFA organization to all first year vo-ag students.

The committee was pleased to note that a somewhat higher percentage of students who were members were enrolled in their fourth year of vo-ag whereas fewer non-members were taking their fourth year of vo-ag. Apparently, FFA membership does have a "holding influence" on a student following through four full years of the vo-ag program.

HOME VISITATIONS

The review committee indicated that the frequency of home visitations by the vo-ag teacher does effect the membership status of the student. Although only 26.0% of the members received regular visits last year, the committee attributed this more to the heavy student to teacher ratio than an unwillingness on the part of the vo-ag instructors to make home visitations. The review panel did express surprise that 36.7% of the members and 65.8% of the non-members reported that they never received a home visit last year. The review panel attributed some of this high percentage to either a "lack of a project at home" or "that students may have had their project at school." Some committee members interpreted this topic to reflect the need for a release period or other set aside time for project visitations.

CAREER OBJECTIVE

Although a reasonably high percentage of all vo-ag students reported a career objective in a non-ag related field, it is interesting to note that this percentage declines as students enroll in subsequent years of vocational agriculture. The committee did express some surprise that

approximately 15% of the members who were fourth year vo-ag students did not plan on pursuing ag related careers.

ADVISOR RESPONSES

The review committee, who were local FFA advisors, recognized that the small number of advisors surveyed produced results which were inclusive. The team did, however, express concern that "the FFA Advisor has a very demanding job" and that "it will require more teachers who are also active advisors, if we are to get more vo-ag students to be active in the FFA." The review committee noted the practice in some chapters of working with only the "strong" or "good kids" so that the chapter can "look good" or win. Many FFA awards are designed for the best student, therefore, the less motivated or less capable student frequently does not achieve recognition for his efforts.

The committee felt very strongly that the criteria used by supervisors, state staff and administrators to identify the "good teacher" frequently depend almost entirely upon numbers of trophies or awards won, and consequently, the local teacher, in order to receive high rating in the eyes of his supervisor, concentrates his attention on the best students. The committee noted no instance that they knew of in which a teacher was recognized and complimented for his work with poorly motivated or low achieving students.

The review committee noted that since the advisors of low membership chapters expressed satisfaction with their current membership percentages, a concerted effort must be made with these advisors before the membership percentage in their chapters can be expected to increase.

CHAPTER V

RECOMMENDATIONS

The six objectives of this study provide the format for the recommendations which are to be made in order that a greater percentage of students enrolled in programs of vocational education in agriculture may participate in the activities of the Future Farmers of America.

A. To determine modifications appropriate for existing agriculture curriculum and teaching materials necessary to meet the needs of a greater proportion of students as it concerns participation in the FFA organization.

The committee of teachers who served as a review panel for this study reported a satisfaction with current instructional practices which utilized class time for FFA announcements as well as certain FFA activities such as the introductory teaching unit on public speaking, parliamentary procedure, livestock selection and evaluation and other FFA competitive events which grow from the instructional program.

The committee recommends that this instructional procedure be extended to include all vo-ag classes, particularly all first year vo-ag students.

The committee was pleased to review the materials recently released from the National FFA Center as a part of the "Thrust '75" program. The committee recommended that time be spent at the agriculture teachers summer conference and/or section meetings to encourage all vo-ag teachers to effectively utilize these and other FFA teaching materials.

B. To determine modifications appropriate for the FFA organization and its activities necessary to accomplish a greater degree of vo-ag student participation.

The review panel examined the new FFA Achievement Award Program and reported that a chapter which utilized this award program concept, should experience a considerable increase in the involvement of all vo-ag students in FFA activities.

A second part of the answer to this objective, and one which the committee felt is real, yet difficult to measure, is the criteria which supervisors, state staff and administrators use to rate good teachers. The members of the review panel reported that this criteria must be modified if teachers are to feel personally motivated to reach out and involve all vo-ag students in FFA activities.

C. To determine what preservice and inservice teacher preparation modifications are required to cause teachers to be more effective in utilizing FFA in the instructional program.

The review panel recommends that instruction in the FFA and its purposes, benefits and activities for vo-ag students be a prominent part of each teachers preservice teacher education program. Although the results of the advisor survey are inconclusive, it would appear highly desirable for the student teacher to be placed in a school which has a strong FFA chapter.

A closely related problem identified by the review panel was the recent involvement of industry based "intern" teachers who have started teaching without the regular student teaching program. A real need exists to conduct an organized instructional program for these teachers, as well as other teachers who may not be knowledgeable of new FFA program. The committee recommends that this inservice education involve such components as:

1. presentations at section, region and state vo-ag teacher meetings.
2. special Saturday workshops.
3. Appointment of a "big brother" from a neighboring school who would personally explain and illustrate his FFA chapters activities to the new teacher, especially during the first year.
4. extension classes from the teacher training universities which would provide instruction in FFA activities.
5. personal all day visits by supervisors, state staff or teacher educators for the sole purpose of providing

5. (con't.) instruction to teachers, administrators and FFA students regarding new FFA programs.

D. To determine what teacher and student attitudinal factors contribute to ineffective utilization of FFA in the instructional program.

The review committee recognizes that the following attitudes directly influence a student's decision to not join the FFA.

1. A lack of understanding of the benefits to be derived from the FFA.
2. A lack of being personally asked to join.
3. An uncertainty about FFA and its effect upon their career decision.
4. An apparent feeling--unstated--of inadequacy or inability to compete with the present FFA members.
5. A perception that the FFA chapter is ruled largely by the chapter advisor.
6. A degree of uncertainty in why they are taking vo-ag. There appears to be a large number of non-members who are exploring agriculture.
7. A lack of home visitations or personal contact by the vo-ag teacher.
8. An advisor who is satisfied with the present membership percentage of his chapter.

The committee recommends that each local chapter undertake immedicate steps to dispell and correct these attitudinal factors. Since many of these apparently reflect a lack of understanding or a feeling of "not-being-watched," the committee strongly recommend the implementation of a big brother program in every chapter so that an experienced member will be paired with a new vo-ag student for every FFA activity, at least for the first semester. The big brother concept is effective and should be utilized by more chapters.

This topic may be a good topic for a section meeting dicussion.

E. To determine the extent to which other school and community activities compete with FFA for a member's time, talents, finances.

The committee reviewed the findings of this study and noted that the active FFA student is frequently the same student who is also active in other activities. The non-member is often also a non-member of other organizations.

The committee recommends that vo-ag teachers make every effort to cooperate with other advisors and teachers whether it be in 4-H clubs, sports, dramatics or some other group, so that the student does not become a "pawn" between adults competing for his talents.

The topics of finances was not addressed by the student or teacher survey form. The committee did, however, recommend that all of the existing sources of financing be utilized by each chapter so that no student will hesitate to participate in FFA activities due to a lack of financing. A partial list of the many sources of financial assistance available would include a loan from a bank, Production Credit Association, Farmers Home Administration, local FFA chapter, and grants or gifts from local community supporters, service clubs, and local chapter treasury special accounts.

F. To prepare and propose a plan for increasing vo-ag student participation in FFA activities.

The committee recommends the implementation of the preceding recommendations by <u>all</u> concerned with the present level of <u>non-involvement</u> by students of vocational agriculture in the activities of the Future Farmers of America organization.

The committee is hesitant to suggest a specific point by point plan of attack to resolve the problem of low percentage FFA membership. The review committee does strongly recommend that the resolution of this problem must include the following components:

1. Discussion of the report by the staff of the Bureau of Agricultural Education and the leadership of the California Agricultural Teacher's Association.

2. Formal presentations regarding FFA programs and activities at section, region and state meetings of vo-ag teachers and FFA members.

3. Adoption of a "big brother" program between "experienced" and all new vo-ag teachers and between experienced FFA members and all new vo-ag students.

4. Utilization of awards and incentives which provide each vo-ag student a realistic opportunity to receive recognition for his efforts and "something from his organization."

CHAPTER VI

SUMMARY AND CONCLUSION

Concern has been expressed by a number of individuals over the declining percentage of students of vocational agriculture who are involved in activities of the Future Farmers of America. The benefits of membership in this intra-curricular vocational education student organization has been shown in earlier studies, therefore, alarm has been expressed by teachers of vocational agriculture and others particularly since recent data indicates that less than half of the students enrolled in programs of vocational education in agriculture in California are also active members and participants in the activities of the local FFA chapter. This study was conducted to find ways and means by which all students of vocational agriculture could be encouraged to participate in FFA activities.

A mail questionnaire was sent to 504 students enrolled in 19 programs of vocational agriculture in California. Data were also collected from the advisor of each of these chapters. The data were analyzed utilizing the chi-square statistic.

The results of the data analysis were submitted to a panel of five FFA advisors for review and the development of the recommendations which appear in Chapter V of this report.

A close review of these recommendations and implementation where appropriate should result in a considerable increase in the percentage of vocational agriculture students who are active in the intra-curricular vocational education student organization, the Future Farmers of America.

APPENDICES

APPENDIX A

SCHOOLS PARTICIPATING IN STUDY

SCHOOLS PARTICIPATING IN STUDY

HIGH	MEDIUM	LOW
	NORTH COAST REGION	
Santa Rosa	Livermore	Pleasanton-Amador
	SOUTH COAST REGION	
Santa Maria-Righetti	Santa Ynez	San Jose-James Lick
	SUPERIOR REGION	
East Nicolaus	Anderson	Marysville
	CENTRAL REGION	
Merced	Galt	
	SAN JOAQUIN REGION	
Wasco	Reedley	Tollhouse-Sierra
	SOUTHERN REGION	
Norco		Sunnymead-Moreno Valley
	SOUTHWESTERN REGION	
Santa Paula	Los Angeles-Fremont	Camarillo

19 schools/504 students

APPENDIX B

DATA COLLECTION INSTRUMENTS

PART V (Continued)

33. Year in high school:

___ Freshman ___ Sophomore
___ Junior ___ Senior

34. Number of years of agriculture you have had: (1), (2), (3), (4).

35. Intend to have a career in (Check one)

___ Ag. Production
___ Ag. Supplies and Service
___ Ag. Mechanics
___ Ag. Products and Processing
___ Ornamental Horticulture
___ Ag. Resources or Rural Recreation
___ Forestry
___ Non Ag. related

36. How often did you receive home visits from your ag. teacher last year?

___ Regularly and Often
___ Not Often
___ Only when I asked him to
___ Never

37. What is the cost of membership dues in your Chapter? _____

If you are an FFA member, or plan to join this year, please turn in your paper. Thank you for your cooperation.

If you are not a member and do not plan to join, please complete the following:

38. Check those items which might make you reconsider joining the FFA:

___ Activities held on weekdays, not on weekends.
___ Projects were not required.
___ Someone would ask me to join.
___ We had more activities suited to my interests.
___ The Chapter was not made up of a bunch of "clicks."
___ The meetings were held at a different time so I could attend.
___ If I were not so involved in other activities.
___ If we had a new advisor.
___ If my ag. teacher would make more home/project visits.
___ If my ag. teacher had fewer students to teach and supervise.
___ If our FFA Chapter had more respect on the campus.
___ If our teacher spent more time with us and less time farming.
___ If I knew more about the organization.
___ Other _____

39. Why haven't you joined the FFA? Be as specific as you can.

_____

_____

_____

_____ Thank you.

F.F.A. MEMBERSHIP STUDY
AGRICULTURE STUDENT QUESTIONNAIRE

School: _____

PART I

Please respond to the following statements by circling the response which best describes your own agriculture department, F.F.A. Chapter, or school.

T--True F--False

T F 1. The FFA is an important part of our vocational agriculture program.

T F 2. An adequate number of FFA activities are provided for students interested in agricultural occupations other than farming or ranching.

T F 3. Our FFA program provides many opportunities for the development of citizenship.

T F 4. FFA members should be given more freedom in making decisions concerning our chapter activities.

T F 5. The FFA provides enough awards in my area of interest. (Ag. Mechanics, Ornamental Horticulture, Ag. Business or Production Agriculture)

T F 6. My vo-ag teacher is well respected on this campus.

T F 7. My agriculture teacher recommends that all vocational agriculture students join the FFA.

T F 8. The FFA provides enough activities to allow most of the members an opportunity to get recognition.

T F 9. Members with work experience or home improvement projects do not receive as much consideration for FFA degrees as do members with production projects.

T F 10. Membership in the FFA has an influence on the grade received by a student in vocational agriculture.

T F 11. All vocational agriculture classes receive instruction about the FFA.

T F 12. The FFA has a livestock/cowboy image on our high school campus.

T F 13. Eighth graders hear about the FFA because of the efforts of our ag. teacher and the FFA Chapter.

PART II

Please respond to the following statements by circling the answer that most nearly expresses your feeling.

A - Agree D - Disagree

A D 14. The FFA provides enough leadership training opportunities for its members.

PART II (Continued)

A D 15. The use of the letters "FFA" rather than the name "Future Farmers of America" attracts more students to join.

A D 16. The use of vocational agriculture class time for FFA activities is very worthwhile.

A D 17. The FFA provides enough recognition of students of vocational agriculture for outstanding programs.

A D 18. Membership in the FFA encourages students to secure enrollment in vocational agriculture.

A D 19. There should be less emphasis on winning in the FFA organization.

A D 20. FFA contests should be a place to put into practice skills learned in the classroom.

A D 21. The name "Future Farmers of America" suggests that the organization is concerned mainly with the production aspect of agriculture.

A D 22. Cooperation is an important part of the FFA organization.

A D 23. All vocational agriculture classes should include instruction in the FFA.

A D 24. When students enroll in vocational agriculture they should be encouraged to join the FFA.

A D 25. Preparation for contests should be a part of the classroom instruction.

PART III

Please rank in order of importance those items appropriate for you. You may rank only one or up to five items.

26. Why are you taking vocational agriculture this year?

___ I want to find a career in agriculture.
___ My ag. teacher is really a good one.
___ This class is lots of fun.
___ My friends are taking vocational agriculture.
___ In order to show at fairs.
___ To be on the judging teams.
___ My counselor put me here.
___ This class will meet the science requirement for me.
___ Other _____

PART IV

Please check as many of the following as you feel are appropriate.

GO ON TO NEXT PAGE

27. Membership in our FFA Chapter would increase if:

___ The dues were lower.
___ The Chapter paid all or part of the dues.
___ The teacher really pushed for more membership.
___ There were more activities for girls.
___ There were more activities for boys.
___ There were more activities/awards, etc., for ornamental horticulture.
___ There were more activities/awards, etc., for ag. mechanics.
___ Degree requirements were reduced.
___ More recognition given to "average" students.
___ The 4-H was non-existent in our community.
___ The FFA had a better image on the campus.
___ The counselors would put only interested students in vocational agriculture.
___ The officers really put on a membership campaign.
___ Members were not required to own a project.
___ There were more freshman recruitment activities during the summer.
___ All vocational agriculture students had an interest in agriculture.
___ Other (Please identify) _____

28. Who asked you to join the FFA this (current, past) year?

___ My teacher
___ Other person(s) asked me.
___ The FFA Officers
___ No one asked me.

29. Which of the following are requirements to join our FFA Chapter?

___ Be a vocational agriculture student.
___ Pay the membership dues.
___ Have a project.
___ Desire to be a farmer/rancher someday.

30. In which activities did you actively participate last year?

___ 4-H Club
___ Extra-curricular sports
___ Other high school clubs
___ Student government
___ Church activities
___ The FFA

31. Why did you join the FFA?

___ Project activities.
___ Lots of travel.
___ Get a higher grade.
___ Can show at fairs
___ I did not join the FFA.
___ My friends joined.
___ It was required.
___ Many contests.
___ Variety of activities going on.

PART V

Please check the appropriate answer in each of the following statements. Place only one check on statement.

32. Sex: Male ___ Female ___

T F U 56. The chapter would have been better off if some members had not joined.

T F U 57. I would rather some of the members who did join had not joined.

T F U 58. We are very satisfied with our FFA membership percentage.

T F U 59. The current "non-joiner" attitude we hear about has had little or no effect on our FFA membership.

T F U 60. We would prefer that our chapter have a reputation for quality rather than quantity.

T F U 61. The FFA is an asset to our total vo-ag program.

62. List all classes taught in your agriculture department last year and approximate as close as possible the numbers called for.

NAME OF CLASS	Will it Meet the Science Requirement?	Semester or Year Long?	# of Sections Taught	Total Females Enrolled	Total Males Enrolled	Estimate Number FFA Members	Hours of FFA Instruction Given

Please check those classes which serve the needs of the school and realistically are not an agriculture class.

THANK YOU

School _____

ADVISOR QUESTIONNAIRE

1. What is your age?

___ 25 or under ___ 31 - 40
___ 26 - 30 ___ over 40

2. You- sex? ___Male ___Female

3. Marital Status? ___Married ___Single

4. Years vo-ag teaching?

___ Less than 5
___ 5 - 10
___ over 10

5. Your own high school vocational agriculture experience?

___ 1 year ___ 3 years
___ 2 years ___ 4 years
___ NONE

Years of FFA?

___ 1 year ___ 3 years
___ 2 years ___ 4 years
___ NONE

6. Are you the advisor to the FFA Chapter? ___YES ___NO

Number of years you have been the advisor? (at your current school)

___ 1 year ___ 3 - 5 years
___ 2 years ___ over 5 years

7. Which credential program did you follow?

___ Regular 5th year student teaching
___ Full pay interns
___ Full pay intern with all or nearly all credential work on campus completed prior to internship.
___ Other: _____

8. Regarding your teacher preparation program in college how much instruction did you receive in the FFA?

___ A full course; (quarter/semester) How many units? _____
___ A unit in a course; Approximately how many hours? _____

COMMENTS: _____

9. Would you consider the FFA instruction in your teacher preparation program in college:

___ Too much ___ Adequate
___ Inadequate ___ NONE

10. Regarding your student teaching assignment, would you consider the chapter at your cooperating school:

___ Very active ___ About average ___ Not very active

COMMENTS: _____

11. Regarding your involvement in the cooperating school's FFA chapter, would you consider it:

___ Too much ___ Just right ___ Not enough

COMMENTS: _____

12. Regarding your present agriculture department and your chapter:

How many men in the department? ___
Number of vo-ag students last year? ___
Number of paid FFA members last year? ___

13. Check those items which pertain to your program with incoming freshmen:

___ We encourage them to show at our summer fair between 8th and 9th grade.
___ They are visited at home before school starts.
___ They are invited to a summer FFA function.
___ They receive correspondence from us or our chapter before school starts regarding the FFA.
___ They hear about the FFA in the 8th grade from our efforts.
___ Other _____

14. Mark those items which are appropriate to your community and school.

-Community -- ___ Urban ___ Suburban ___ Rural

-4-H Club Activity -- ___ Active 4-H Club here ___ Moderate 4-H activity
___ Little or no 4-H activity

-Athletic department at your high school, as it effects your program.
___ Extremely competitive for student's time.
___ Moderately competitive for student's time.
___ Little or no competition for student's time.

15. Complete the following items as they pertain to your chapter FFA program this past year.
Number of judging or field days attended? ___
Number of judging teams fielded? ___
Participated in how many fairs and shows? ___
Had a public speaking contest at local level? YES__ NO__
Received Master Chapter Award? YES__ NO__
Sent delegates to State Convention? YES__ NO__
Conducted a community service project? YES__ NO__
Conducted a farm safety program? YES__ NO__

Please respond to the following statements by circling the response which best describes your own agriculture department, FFA Chapter, or school.

T--True F--False U--Unknown

T F U 39. The FFA is an essential element in our vocational agriculture program.

T F U 40. An adequate number of experiences and activities are provided for students insterested in agricultural occupations other than farming or ranching.

T F U 41. Our FFA program provides many opportunities for the development of citizenship.

T F U 42. FFA members should be given more freedom in making decisions concerning our chapter activities.

T F U 43. Awards in the related areas (agribusiness, horticulture, etc.) are adequate.

T F U 44. Our FFA activities are oriented towards boys with little opporunity for participation by girls.

T F U 45. The vo-ag teacher is well respected on this campus.

T F U 46. Our chapter places too much emphasis on winning.

T F U 47. Contests are used as a motivational tool to teach selected areas.

T F U 48. The FFA provides sufficient activities to allow the majority of members an opportunity to achieve recognition.

T F U 49. Members with off-farm experiences do not receive as much consideration for FFA degrees as do members with production projects.

T F U 50. Membership in the FFA has no influence on the grade received by a student in vocational agriculture.

T F U 51. All vocational agriculture classes receive instruction about the FFA.

T F U 52. A membership drive in September would increase the FFA membership in our Chapter.

T F U 53. The FFA has a livestock/cowboy image on our high school campus.

T F U 54. Eighth graders hear about the FFA due to the efforts of the FFA Chapter or our department.

T F U 55. Were there some students strongly urged to join who never did.

APPENDIX C

CHI-SQUARE TABLES

FOR

STUDENT QUESTIONNAIRE.

TABLE 1

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "COOPERATION IS AN IMPORTANT PART OF FFA ACTIVITIES"

		Important	Not Important
Member	No.	346	26
	%	93.0	7.0
Non-member	No.	108	15
	%	87.8	12.2

Chi Square = 2.64795 with 1 df, P=>.05
Total N = 504, Valid N = 495

TABLE 2

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT "THAT FFA PROVIDES MANY OPPORTUNITIES FOR THE DEVELOPMENT OF CITIZENSHIP"

		Many Opportunities	Few Opportunities
Member	No.	329	43
	%	88.4	11.6
Non-member	No.	93	29
	%	76.2	23.8

Chi Square = 12.94793 with df, P=< 05
Total N = 504, Valid N = 494

TABLE 3

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "FFA PROVIDES ENOUGH LEADERSHIP TRAINING OPPORTUNITIES FOR ITS MEMBERS"

		Sufficient Opportunities	Insufficient Opportunities
Member	No.	268	99
	%	73.0	27.0
Non-member	No.	86	31
	%	73.5	26.5

Chi Square = 0.32302 with df, P=>.05
Total N = 504, Valid N = 484

TABLE 4

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "THE USE OF VO AG CLASS TIME FOR FFA ACTIVITIES IS VERY WORTHWHILE"

		Worthwhile	Not Worthwhile
Member	No.	294	79
	%	78.8	21.2
Non-member	No.	83	38
	%	68.6	31.4

Chi Square = 4.73446 with 1 df, P=<.05
Total N = 504, Valid N = 494

TABLE 5

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "PREPARATION FOR CONTESTS SHOULD BE A PART OF CLASSROOM INSTRUCTION"

		Should	Should Not
Member	No.	243	119
	%	67.1	32.9
Non-member	No.	77	44
	%	63.6	36.4

Chi Square = 0.35044 with 1 df, P=>.05
Total N = 504, Valid N = 483

TABLE 6

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "FFA CONTESTS SHOULD BE A PLACE TO PUT INTO PRACTICE SKILLS LEARNED IN THE CLASSROOM"

		Should	Should Not
Member	No.	278	86
	%	76.4	23.6
Non-member	No.	97	26
	%	78.9	21.1

Chi Square = 0.19625 with 1 df, P=>.05
Total N = 504, Valid N = 487

TABLE 7

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "STUDENTS SHOULD BE ENCOURAGED TO JOIN THE FFA WHEN THEY ENROLL IN VO AG"

		Should	Should Not
Member	No.	301	70
	%	81.1	18.9
Non-member	No.	79	44
	%	64.2	35.8

Chi Square = 13.93323 with 1 df, P=<.05
Total N = 504, Valid N = 494

TABLE 8

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "ALL VO AG CLASSES SHOULD INCLUDE INSTRUCTION IN THE FFA"

		Should	Should Not
Member	No.	281	89
	%	75.9	24.1
Non-member	No.	86	35
	%	71.1	28.9

Chi Square = 0.90280 with 1 df, P=>.05
Total N = 504, Valid N = 491

TABLE 9

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "ALL VO AG CLASSES RECEIVE INSTRUCTION ABOUT THE FFA"

		Do Receive Instruction	Does Not Receive Instruction
Member	No.	324	49
	%	86.9	13.1
Non-member	No.	102	20
	%	83.6	16.4

Chi Square = 0.56398 with 1 df, P=>.05
Total N = 504, Valid N = 495

TABLE 10

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT "THAT FFA IS AN IMPORTANT PART OF THE VO AG PROGRAM"

		Important	Not Important
Member	No.	362	17
	%	95.5	4.5
Non-member	No.	111	13
	%	89.5	10.5

Chi Square = 4.97217 with 1 df, P=<.05
Total N = 504, Valid N = 503

TABLE 11

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "MY VO AG TEACHER RECOMMENDS THAT ALL VO AG STUDENTS JOIN THE FFA"

		Does Recommend Membership	Does Not Recommend Membership
Member	No.	322	52
	%	86.1	13.9
Non-member	No.	98	25
	%	79.7	20.3

Chi Square = 2.44531 with 1 df, P=> .05
Total N = 504, Valid N = 497

TABLE 12

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT "THAT MY VO AG TEACHER IS WELL RESPECTED ON THIS CAMPUS"

		Well Respected	Not Well Respected
Member	No.	300	72
	%	80.6	19.4
Non-member	No.	97	24
	%	80.2	19.8

Chi Square = 0.00027 with 1 df, P=> 05
Total N = 504, Valid N = 493

TABLE 13

MEMBERSHIP STATUS BY THE RANK ASSIGNED TO THE STATEMENT "MY VO AG TEACHER IS REALLY A GOOD ONE."

		1	2	3	4	5
Member	No.	29	43	27	27	27
	%	19.0	28.1	17.6	17.6	17.6
Non-member	No.	12	10	7	5	7
	%	29.3	24.4	17.1	12.2	17.1

Chi Square = 2.38573 with 4 df, P=>.05
Total N = 504, Valid N = 194
Cramer's V = 0.11089

TABLE 14

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "THE NAME "FUTURE FARMERS OF AMERICA" SUGGESTS THAT THE ORGANIZATION IS CONCERNED MAINLY WITH PRODUCTION AGRICULTURE"

		Does Suggest	Does Not Suggest
Member	No.	289	84
	%	77.5	22.5
Non-member	No.	85	37
	%	69.7	30.3

Chi Square = 2.62636 with 1 df, P=>.05
Total N = 504, Valid N = 495

TABLE 15

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "THE USE OF THE LETTERS "FFA" ATTRACTS MANY STUDENTS TO JOIN"

		"FFA"	Future Farmers of America
Member	No.	155	211
	%	42.3	57.7
Non-member	No.	59	62
	%	48.8	51.2

Chi Square = 2.07362 with df, P= > 05
Total N = 504, Valid N = 487

TABLE 16

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT "THAT FFA MEMBERS SHOULD BE GIVEN MORE FREEDOM IN MAKING DECISIONS CONCERNING LOCAL CHAPTER ACTIVITIES"

		More Freedom	Same or less Freedom
Member	No.	229	139
	%	62.2	37.8
Non-member	No.	93	26
	%	78.2	21.8

Chi Square = 9.47894 with 1 df, P= < 05
Total N = 504, Valid N = 487

TABLE 17

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "FFA HAS A LIVESTOCK/COWBOY IMAGE ON OUR HIGH SCHOOL CAMPUS"

		Does	Does Not
Member	No.	290	81
	%	78.2	21.8
Non-member	No.	102	22
	%	82.3	17.7

Chi Square = 0.71196 with 1 df, P=> .05
Total N = 504, Valid N = 495

TABLE 18

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT FFA MEMBERSHIP HAS AN INFLUENCE ON GRADE RECEIVED IN VO AG

		Influence	No Influence
Member	No.	151	218
	%	40.9	59.1
Non-member	No.	73	50
	%	59.3	40.7

Chi Square = 11.90005 with 1 df, P=< .05
Total N = 504, Valid N = 492

TABLE 19

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "EIGHTH GRADERS HEAR ABOUT THE FFA EFFORTS OF OUR VO AG TEACHER AND FFA CHAPTER"

		Do Hear	Do Not Hear
Member	No.	237	121
	%	66.2	33.8
Non-member	No.	77	40
	%	65.8	34.2

Chi Square = 0.34053 with df, P=> .05
Total N = 504, Valid N = 475

TABLE 20

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "MEMBERSHIP IN FFA ENCOURAGES STUDENTS TO ENROLL IN VO AG"

		Encourages	Does Not Encourage
Member	No.	306	66
	%	82.3	17.7
Non-member	No.	94	27
	%	77.7	22.3

Chi Square = 0.96617 with 1 df, P=> .05
Total N = 504, Valid N = 493

TABLE 21

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT "WHAT ARE THE REQUIREMENTS TO JOIN YOUR FFA CHAPTER?"

		Vo Ag Student	Pay Dues	Have A Project	Plan To Be A Farmer
Member	No.	274	291	135	38
	%	37.2	39.4	18.3	5.1
Non-member	No.	58	74	37	22
	%	30.5	38.6	19.4	11.5

TABLE 22

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT "THAT AN ADEQUATE NUMBER OF FFA ACTIVITIES ARE PROVIDED FOR ALL MEMBERS"

		Adequate Number	Inadequate Number
Member	No.	301	71
	%	80.9	19.1
Non-member	No.	82	41
	%	66.7	33.3

Chi Square = 9.91935 with 1 df, P=< .05
Total N = 504, Valid N = 495

TABLE 23

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "FFA PROVIDES ENOUGH ACTIVITIES TO ALLOW MOST MEMBERS AN OPPORTUNITY TO GET RECOGNITION"

		Sufficient Activities	Insufficient Activities
Member	No.	305	66
	%	82.2	17.8
Non-member	No.	98	25
	%	79.7	20.3

Chi Square = 0.24445 with 1 df, P=> .05
Total N = 504, Valid N = 494

TABLE 24

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "FFA PROVIDES ENOUGH RECOGNITION FOR VO AG STUDENTS WITH OUTSTANDING PROGRAMS"

		Sufficient Recognition	Insufficient Recognition
Member	No.	285	87
	%	76.6	23.4
Non-member	No.	91	31
	%	74.6	25.4

Chi Square = 0.11046 with 1 df, P=> .05
Total N = 504, Valid N = 494

TABLE 25

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT
"THAT THE FFA PROVIDES ENOUGH AWARDS IN
MY PARTICULAR AREA OF INTEREST"

		Sufficient Awards	Insufficient Awards
Member	No.	264	104
	%	71.7	28.2
Non-member	No.	91	28
	%	76.5	23.5

Chi Square = 1.51372 with 1 df, P > .05
Total N = 504, Valid N = 487

TABLE 26

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT
"MEMBERS WITH NON-PRODUCTION PROJECTS RECEIVE
ENOUGH CONSIDERATION FOR FFA DEGREES"

		Sufficient Consideration	Insufficient Consideration
Member	No.	152	208
	%	42.2	57.8
Non-member	No.	50	68
	%	42.4	57.6

Chi Square = 0.00618 with 1 df, P=> .05
Total N = 504, Valid N = 478

TABLE 27

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT THAT "THERE SHOULD BE LESS EMPHASIS ON WINNING"

		Less Emphasis	More Emphasis
Member	No.	124	239
	%	34.2	65.8
Non-member	No.	56	67
	%	45.5	54.5

Chi Square = 4.61598 with 1 df, P< .05
Total N = 504, Valid N = 486

TABLE 28

MEMBERSHIP STATUS BY THE RANK ASSIGNED TO THE STATEMENT "I WANT A CAREER IN AGRICULTURE."

		1	2	3	4	5
Member	No.	190	11	10	10	2
	%	85.2	4.9	4.5	4.5	0.9
Non-member	No.	34	6	4	6	6
	%	60.7	10.7	7.1	10.7	10.7

Chi Square = 24.50343 with 4 df, P= <.05
Total N = 504, Valid N = 279
Cramer's V = 0.29635

TABLE 29

MEMBERSHIP STATUS BY THE RANK ASSIGNED TO THE STATEMENT "IN ORDER TO SHOW AT FAIRS."

		1	2	3	4	5
Member	No.	42	41	38	32	9
	%	25.9	25.3	23.5	19.8	5.6
Non-member	No.	4	11	2	2	5
	%	16.7	45.8	8.3	8.3	20.8

Chi Square = 14.07096 with 4 df, P=<.05
Total N = 504, Valid N = 186
Cramer's V = 0.27505

TABLE 30

MEMBERSHIP STATUS BY THE RANK ASSIGNED TO THE STATEMENT "THIS CLASS IS LOTS OF FUN."

		1	2	3	4	5
Member	No.	32	30	46	20	22
	%	21.3	20.0	30.7	13.3	14.7
Non-member	No.	16	9	17	3	2
	%	34.0	19.1	36.2	6.4	4.3

Chi Square = 7.42918 with df, P=>.05
Total N = 504, Valid N = 197
Cramer's V = 0.19419

TABLE 31

MEMBERSHIP STATUS BY THE RANK ASSIGNED TO THE STATEMENT "MY FRIENDS ARE TAKING VO AG."

		1	2	3	4	5
Member	No.	18	21	14	24	20
	%	18.6	21.6	13.3	24.7	20.6
Non-member	No.	6	2	3	8	3
	%	27.3	9.1	13.6	26.4	13.6

Chi Square = 3.61782 with df, P=>.05
Total N = 504, Valid N = 119
Cramer's V = 0.17436

TABLE 32

MEMBERSHIP STATUS BY THE RANK ASSIGNED TO THE STATEMENT "IN ORDER TO BE ON THE JUDGING TEAM."

		1	2	3	4	5
Member	No.	18	32	30	19	19
	%	15.3	27.1	25.4	16.1	16.1
Non-member	No.	7	1	3	3	2
	%	43.7	6.3	18.7	18.7	12.5

Chi Square = 9.05551 with 4 df, P=>.05
Total N = 504, Valid N = 134
Cramer's V = 0.25996

TABLE 33

MEMBERSHIP STATUS BY THE RANK ASSIGNED TO THE STATEMENT
"THIS CLASS MEETS THE SCIENCE REQUIREMENT FOR ME."

		1	2	3	4	5
Member	No.	14	9	16	13	17
	%	20.3	13.0	23.2	18.8	24.5
Non-member	No.	11	8	5	5	2
	%	35.5	25.8	16.1	16.1	6.5

Chi Square = 8.45893 with df, P=>.05
Total N = 504, Valid N = 100
Cramer's V = 0.29084

TABLE 34

MEMBERSHIP STATUS BY THE RANK ASSIGNED TO THE STATEMENT
"MY COUNSELOR PUT ME HERE."

		1	2	3	4	5
Member	No.	4	3	1	3	2
	%	30.8	23.1	7.7	23.1	15.4
Non-member	No.	6	4	2	1	2
	%	40.0	26.7	13.3	6.7	13.3

Chi Square = 5.76274 with df, P=>.05
Total N = 504, Valid N = 28
Cramer's V = 0.45367

TABLE 35

MEMBERSHIP STATUS BY RESPONSE TO THE STATEMENT
"WHO ASKED YOU TO JOIN THE FFA THIS YEAR?"

		My Teacher	FFA Officer	Other	No One Asked Me
Member	No.	50	16	66	236
	%	13.6	4.3	17.9	64.2
Non-member	No.	25	5	27	61
	%	21.2	4.2	22.9	51.7

Chi Square = 0.38492 with 3 df, P=>.05
Total N = 504, Valid N = 486
Cramer's V = 0.03479

TABLE 36

MEMBERSHIP STATUS BY
YEAR IN HIGH
SCHOOL

		Freshman	Sophomore	Junior	Senior
Member	No.	126	115	79	46
	%	34.4	31.4	21.6	12.6
Non-member	No.	41	48	16	17
	%	33.6	39.3	13.1	13.9

Chi Square = 5.63661 with 3 df, P=>.05
Total N = 504, Valid N = 488
Cramer's V = 0.10747

NOTE: All Students

TABLE 37

MEMBERSHIP STATUS BY
YEAR IN HIGH
SCHOOL

		Freshman	Sophomore	Junior	Senior
Member	No.	108	37	10	6
	%	67.1	23.0	6.2	3.7
Non-member	No.	34	19	7	7
	%	50.7	28.4	10.4	10.4

Chi Square = 7.47092 with 3 df, P=>.05
Total N = 504, Valid N = 228
Cramer's V = 0.18102

NOTE: First year ag. students only.

TABLE 38

MEMBERSHIP STATUS BY
YEAR IN HIGH
SCHOOL

		Freshman	Sophomore	Junior	Senior
Member	No.	0	70	17	6
	%	0.0	75.3	18.3	6.5
Non-member	No.	0	20	1	2
	%	0.0	87.0	4.3	8.7

Chi Square = 3.40121 with 3 df, P=>.05
Total N = 504, Valid N = 116
Cramer's V = 0.17123

NOTE: Second year ag. students only.

TABLE 39

MEMBERSHIP STATUS BY
YEAR IN HIGH
SCHOOL

		Freshman	Sophomore	Junior	Senior
Member	No.	0	0	52	4
	%	0.0	0.0	92.9	7.1
Non-member	No.	0	0	8	1
	%	0.0	0.0	88.9	11.1

Chi Square = 0.86263 with 3 df, P=>.05
Total N = 504, Valid N = 61
Cramer's V = 0.11892

NOTE: Third year ag. students only.

TABLE 40

MEMBERSHIP STATUS BY
YEAR IN HIGH
SCHOOL

		Freshman	Sophomore	Junior	Senior
Member	No.	0	0	0	30
	%	0.0	0.0	0.0	100.0
Non-member	No.	0	0	0	7
	%	0.0	0.0	0.0	100.0

Chi Square = 0.76176 with 3 df, P=>.05
Total N = 504, Valid N = 37
Cramer's V = 0.17379

NOTE: Fourth year ag. students only.

TABLE 41

FREQUENCY AND PERCENT RESPONSE OF MEMBERSHIP STATUS
BY LAST YEAR'S ACTIVITY SCORE

		Low 1	2	3	4	High 5
Member	No.	69	45	26	12	9
	%	42.9	28.0	16.1	7.5	5.6
Non-member	No.	20	11	0	2	0
	%	60.6	33.3	0.0	6.1	0.0

Chi Square = 9.40304 with 4 df, P=> .05
Total N = 504, Valid N = 194
Cramer's V = 0.22016

TABLE 42

MEMBERSHIP STATUS BY
SEX OF STUDENT

		Male	Female
Member	No.	206	151
	%	57.7	42.3
Non-member	No.	71	50
	%	58.7	41.3

Chi Square = 0.36417 with 1 df, P=> .05
Total N = 504, Valid N = 478
Cramer's V = 0.02760

TABLE 43

MEMBERSHIP STATUS BY NUMBER OF YEARS ENROLLED IN VO AG

		1 year	2 years	3 years	4 years
Member	No.	161	93	54	32
	%	47.4	27.4	15.9	9.4
Non-member	No.	67	24	7	7
	%	63.8	22.9	6.7	6.7
Total	%	51.2	26.3	13.7	8.4

Chi Square = 10.89412 with 3 df, P= <.05
Total N - 504, Valid N - 445
Cramer's V = 0.15646

NOTE: All students

TABLE 44

MEMBERSHIP STATUS BY SCHOOL LOCATION

		Rural	Urban
Member	No.	317	63
	%	83.5	16.6
Non-member	No.	110	14
	%	88.7	11.3

Chi Square = 2.65667 with 1 df, p=<.05
Total N = 504, Valid N = 504
Cramer's V = 0.07260

TABLE 45

MEMBERSHIP STATUS BY FREQUENCY OF
HOME VISIT LAST YEAR

		Regular	Only On Request	Not Often	Never
Member	No.	44	26	37	62
	%	26.0	15.4	21.9	36.7
Non-member	No.	3	5	5	25
	%	7.9	13.2	13.2	65.8

Chi Square = 12.01828 with 3 df, P=<.05
Total N = 504, Valid N = 207
Cramer's V = 0.24096

NOTE: All except first year ag. students.

TABLE 46

SEX OF STUDENT BY FREQUENCY OF
HOME VISIT LAST YEAR

		Regular Regular	Only On Request	Often	Never
Male	No.	28	23	23	55
	%	21.7	17.8	17.8	42.6
Female	No.	19	8	17	27
	%	26.8	11.3	23.9	38.0

Chi Square = 2.86324 with 3 df, P=>.05
Total N = 504, Valid N = 200
Cramer's V = 0.11965

NOTE: All except first year ag. students.

TABLE 47

FREQUENCY AND PERCENT RESPONSE OF MEMBERSHIP STATUS BY CAREER OBJECTIVE

		Member	Non-member
Production Ag.	No.	91	11
	%	29.5	10.3
Ag. Supplies	No.	23	3
	%	7.5	2.8
Ag. Mechanics	No.	32	13
	%	10.4	12.1
Ag. Products	No.	8	4
	%	2.6	3.7
OH	No.	19	9
	%	6.2	8.4
Ag. Resources	No.	10	4
	%	3.2	3.7
Forestry	No.	47	32
	%	15.3	29.9
Non-Ag.	No.	77	31
	%	25.0	29.0
Teaching	No.	1	0
	%	0.3	0.0

Chi Square = 25.75982 with 8 df, P=< .05
Total N = 504, Valid N = 415
Cramer's V = 0.24914

Note: All students.

TABLE 48

FREQUENCY AND PERCENT RESPONSE OF MEMBERSHIP STATUS BY CAREER OBJECTIVE

		Member	Non-member
Production Ag.	No.	36	3
	%	26.7	5.2
Ag. Supplies	No.	7	2
	%	5.2	3.4
Ag. Mechanics	No.	15	7
	%	11.1	12.1
Ag. Products	No.	3	2
	%	2.2	3.4
OH	No.	8	5
	%	5.9	8.6
Ag. Resources	No.	6	2
	%	4.4	3.4
Forestry	No.	19	17
	%	14.1	29.3
Non-Ag.	No.	40	20
	%	29.6	34.5
Teaching	No.	1	0
	%	0.7	0.0

Chi Square = 16.12675 with 3 df, P= $<$.05
Total N = 504, Valid N = 193
Cramer's V = 0.28906

NOTE: First year ag. students only.

TABLE 49

FREQUENCY AND PERCENT RESPONSE OF MEMBERSHIP STATUS BY CAREER OBJECTIVE

		Member	Non-member
Production Ag.	No.	25	4
	%	32.5	18.2
Ag. Supplies	No.	5	0
	%	6.5	0.0
Ag. Mechanics	No.	7	3
	%	9.1	13.6
Ag. Products	No.	1	1
	%	1.3	4.5
OH	No.	5	0
	%	6.5	0.0
Ag. Resources	No.	1	0
	%	1.3	0.0
Forestry	No.	15	10
	%	19.5	45.5
Non-Ag.	No.	18	4
	%	23.4	18.2

Chi Square = 10.35705 with 7 df, P=> .05
Total N = 504, Valid N = 99
Cramer's V = 0.32345

NOTE: Second year ag. students only.

TABLE 50

FREQUENCY AND PERCENT RESPONSE OF MEMBERSHIP STATUS BY CAREER OBJECTIVE

		Member	Non-member
Production Ag.	No.	14	1
	%	28.6	14.3
Ag. Supplies	No.	7	0
	%	14.3	0.0
Ag. Mechanics	No.	5	1
	%	10.2	14.3
Ag. Products	No.	1	1
	%	2.0	14.3
OH	No.	2	2
	%	4.1	28.6
Ag. Resources	No.	1	0
	%	2.0	0.0
Forestry	No.	8	2
	%	16.3	28.6
Non-Ag.	No.	11	0
	%	22.4	0.0

Chi Square = 11.50476 with 7 df, P=> .05
Total N = 504, Valid N = 56
Cramer's V = 0.45326

NOTE: Third year ag. students only.

TABLE 51

FREQUENCY AND PERCENT RESPONSE OF MEMBERSHIP STATUS BY CAREER OBJECTIVE

		Member	Non-member
Production Ag.	No.	10	2
	%	37.0	40.0
Ag. Supplies	No.	3	0
	%	11.1	0.0
Ag. Mechanics	No.	2	1
	%	7.4	20.0
Ag. Products	No.	2	0
	%	7.4	0.0
OH	No.	2	1
	%	7.4	20.0
Ag. Resources	No.	1	0
	%	3.7	0.0
Forestry	No.	3	0
	%	11.1	0.0
Non-Ag.	No.	4	1
	%	14.8	20.0

Chi Square = 3.17630 with 7 df, P=> .05
Total N = 504, Valid N = 32
Cramer's V = 0.31505

Note; Fourth year ag. students only.

TABLE 52

FREQUENCY RESPONSE TO QUESTION
"WHY DID YOU JOIN THE FFA?"

		Member
Project activities	No.	194
	%	30.3
Can show at fairs	No.	168
	%	26.3
Variety of activities	No.	96
	%	15.0
Lots of travel	No.	65
	%	10.2
It was required	No.	58
	%	9.0
Get a higher grade	No.	25
	%	3.9
My friends joined	No.	23
	%	3.6
Many contests	No.	11
	%	1.7

TABLE 53

FREQUENCY AND PERCENT RESPONSE OF MEMBERSHIP STATUS AND RESPONSE TO STATEMENTS "MEMBERSHIP IN OUR FFA CHAPTER WOULD INCREASE IF..."

		Member	Non-member	Total
FFA had a better image on campus	No.	205	60	265
	%	13.3	10.3	
All vo ag students had an interest in ag.	No.	149	52	201
	%	9.6	9.0	
More recognition was given to "average" students	No.	120	41	161
	%	7.8	7.1	
The officers really put on a membership campaign	No.	126	30	156
	%	8.2	5.2	
There were more activities for girls	No.	118	32	150
	%	7.6	5.5	
Counselors put only interested students in vo ag	No.	111	36	147
	%	7.2	6.2	
More freshmen recruitment activities during summer	No.	109	28	137
	%	7.1	4.8	
Members were not required to own a project	No.	81	47	128
	%	5.2	8.1	
Dues were lower	No.	71	51	122
	%	4.6	8.8	
There were more activities/awards for OH	No.	76	31	107
	%	4.9	5.4	
The teacher really pushed for more membership	No.	75	29	104
	%	4.9	5.0	
There were more activities for boys	No.	73	30	103
	%	4.7	5.2	
4-H were non-existent in our community	No.	50	20	70
	%	3.2	3.5	
Degree requirements were reduced	No.	49	20	69
	%	3.1	3.5	
Chapter paid all or part of dues	No.	24	25	49
	%	1.6	4.3	
Other	No.	34	14	48
	%	2.1	2.4	

TABLE 54

FREQUENCY OF RESPONSE TO STATEMENTS
"WHICH MIGHT MAKE YOU RECONSIDER
JOINING THE FFA"

Statement	No.	%
Activities held on weekdays, not on weekends.	53	13.5
Projects were not required.	45	11.5
We had more activities suited to my interests.	45	11.5
If I were not so involved in other activities.	37	9.4
If I know more about the organization.	35	8.9
If our FFA Chapter had more respect on the campus.	32	8.1
The Chapter was not made up of a bunch of "clicks."	31	7.9
If we had a new advisor.	22	5.6
Someone would ask me to join.	20	5.1
The meetings were held at a different time so I could attend.	19	4.8
If my ag. teacher had fewer students to teach and supervise.	16	4.1
If our teacher spent more time with us and less time farming.	13	3.3
If my ag. teacher would make more home/project visits.	8	2.0
Other	17	4.3

APPENDIX D

CHI-SQUARE TABLES

FOR

ADVISOR QUESTIONNAIRE

TABLE 55

FREQUENCY AND PERCENT RESPONSE OF
CHAPTER ADVISORS TO
BIO DATA

Bio Data	LOW No.	LOW %	HIGH No.	HIGH %
1. AGE				
Less than 25	1	11.1	4	40.0
26-30	3	33.3	2	20.0
31-40	4	44.4	3	30.0
More than 40	1	11.1	1	10.0
2. SEX				
Male	9	90.0	9	100.0
Female	1	10.0	0	0.0
3. MARITAL STATUS				
Married	8	88.9	10	100.0
Single	1	11.1	0	0.0
4. YEARS OF VO-AG TEACHING				
Less than 5	7	63.7	7	87.5
5-10	3	27.3	1	12.5
More than 10	1	9.0	0	0.0
5. LENGTH OF PERSONAL HIGH SCHOOL VO-AG EXPERIENCE				
1 year	0	0.0	0	0.0
2 years	0	0.0	0	0.0
3 years	1	9.0	1	12.5
4 years	7	63.7	2	25.0
None	3	27.3	5	62.5
6. LENGTH OF PERSONAL HIGH SCHOOL FFA EXPERIENCE				
1 year	0	0.0	1	12.5
2 years	1	10.0	1	12.5
3 years	3	30.0	0	0.0
4 years	4	40.0	1	12.5
None	3	30.0	5	62.5
7. LENGTH OF PERSONAL FFA ADVISORSHIP EXPERIENCE				
1 year	4	36.4	2	25.0
2 years	2	18.2	1	12.5
3 - 5 years	1	9.0	1	12.5
More than 5 years	4	36.4	4	50.0
8. TYPE OF TEACHING CREDENTIAL PROGRAM				
Regular	9	81.8	8	100.0
Special Full-Pay Intern	1	9.1	0	0.0
Other	1	9.1	0	0.0

TABLE 55
(con't.)

Bio Data	LOW No.	LOW %	HIGH No.	HIGH %
9. AMOUNT OF FFA INSTRUCTION RECEIVED				
Full Course	0	0.0	0	0.0
Unit in a course	5	45.5	3	37.5
None	6	54.5	5	62.5
10. ATTITUDE REGARDING AMOUNT OF FFA INSTRUCTION RECEIVED				
Too Much	0	0.0	0	0.0
Adequate	6	54.5	4	50.0
Inadequate	3	27.3	2	25.0
None	2	18.2	2	25.0
11. ATTITUDE REGARDING FFA CHAPTER AT STUDENT TEACHING CENTER				
Very active	3	27.3	7	87.5
About average	5	45.4	1	12.5
Not very active	3	27.3	0	0.0
12. ATTITUDE REGARDING PERSONAL INVOLVEMENT IN FFA DURING STUDENT TEACHING				
Too Much	0	0.0	1	12.5
Just Right	6	54.5	6	75.0
Not Enough	5	45.5	1	12.5
13. ACTIVITY LEVEL OF LOCAL 4-H CLUB				
Active	4	36.4	2	25.0
Moderate	2	18.1	1	12.5
Little or no activity	5	45.5	5	62.5
14. ACTIVITY OF ATHLETIC DEPARTMENT AT YOUR HIGH SCHOOL AND ITS COMPETITION FOR YOUR STUDENT'S				
Extremely competitive	7	63.7	6	75.0
Moderate	3	27.3	2	25.0
Little or No competition	1	9.0	0	0.0

TABLE 56

RANGE, MEANS AND S.D. OF RESPONSE
OF CHAPTER ADVISORS TO
FFA ACTIVITIES

		Low	High
1. Number of judging or field days attended.	R	1-14	0-10
	X	7.8	4.7
	S.D.	2.1	2.8
2. Number of judging teams fielded	R	1-17	0-11
	X	10.1	5.2
	S.D.	3.2	2.8
3. Number of fairs and show participations	R	1-05	0-06
	X	2.8	3.4
	S.D.	1.7	2.3

TABLE 57

NUMBER AND PERCENT RESPONSE OF
CHAPTER ADVISORS TO FFA
ACTIVITIES CONDUCTED

		LOW		HIGH	
		No.	%	No.	%
Local Public Speaking Contest	YES	8	72.7	9	100.0
	NO	3	27.3	0	0.0
Received Master Chapter Award	YES	6	54.5	4	44.4
	NO	5	45.5	5	55.5
Sent delegates to State FFA Convention	YES	11	100.0	8	88.9
	NO	0	0.0	1	11.1
Conducted a Community Service Project	YES	8	72.7	8	88.9
	NO	3	27.3	1	11.1
Conducted a Farm Safety Program	YES	4	36.4	0	0.0
	NO	7	63.6	9	100.0

TABLE 58

NUMBER AND PERCENT RESPONSE OF ADVISORS TO ATTITUDE STATEMENTS

Statement		LOW No.	LOW %	HIGH No.	HIGH %
The FFA is an essential element in our vocational agriculture program.	True	11	100.0	8	100.0
	False	0	0.0	0	0.0
	Unknown	0	0.0	0	0.0
An adequate number of experience and activities are provided for students interested in agricultural occupations other than farming or ranching.	True	10	90.9	5	62.5
	False	1	9.1	3	37.5
	Unknown	0	0.0	0	0.0
Our FFA program provides many opportunities for the development of citizenship.	True	11	100.0	8	100.0
	False	0	0.0	0	0.0
	Unknown	0	0.0	0	0.0
FFA members should be given more freedom in making decisions concerning our chapter activities.	True	4	36.4	5	55.5
	False	7	63.6	4	44.4
	Unknown	0	0.0	0	0.0
Awards in the related areas (agribusiness, horticulture, etc.) are adequate.	True	0	0.0	1	12.5
	False	9	81.8	7	87.5
	Unknown	2	18.2	0	0.0
Our FFA activities are oriented towards boys with little opportunity for participation by girls.	True	0	0.0	1	12.5
	False	8	72.7	5	62.5
	Unknown	3	27.3	2	25.0
The vo-ag teacher is well respected on this campus.	True	8	72.7	8	100.0
	False	2	18.2	0	0.0
	Unknown	1	9.1	0	0.0
Our chapter places to much emphasis on winning.	True	0	0.0	1	12.5
	False	8	72.7	5	62.5
	Unknown	3	27.3	2	25.0
Contests are used as a motivational tool to teach selected areas.	True	4	36.3	7	87.5
	False	2	18.1	1	12.5
	Unknown	5	45.4	0	0.0
The FFA provides sufficient activities to allow the majority of members an opportunity to achieve recognition.	True	8	72.7	5	62.5
	False	3	27.3	3	37.5
	Unknown	0	0.0	0	0.0

TABLE 58
(con't.)

Statement		LOW No.	LOW %	HIGH No.	HIGH %
Members with off-farm experience do not receive as much consideration for FFA degrees as do members with production projects.	True	4	36.4	3	37.5
	False	6	54.5	5	62.5
	Unknown	1	9.1	0	0.0
Membership in the FFA has no influence on the grade received by a student in vocational agriculture.	True	4	36.4	4	50.0
	False	7	63.6	4	50.0
	Unknown	0	0.0	0	0.0
All vocational agriculture classes receive instruction about the FFA.	True	3	27.3	7	87.5
	False	7	63.6	1	12.5
	Unknown	1	9.1	0	0.0
A membership drive in September would increase the FFA membership in our chapter.	True	2	18.1	3	37.5
	False	5	45.5	4	50.0
	Unknown	4	36.4	1	12.5
The FFA has a livestock/cowboy image on our high school campus.	True	3	27.3	5	62.5
	False	8	72.7	3	37.5
	Unknown	0	0.0	0	0.0
Eighthgraders hear about the FFA due to the efforts of the FFA chapter or our department	True	9	81.8	5	62.5
	False	1	9.1	3	37.5
	Unknown	1	9.1	0	0.0
Were there some students strongly urged to join who never did.	True	9	81.8	5	62.5
	False	1	9.1	3	37.5
	Unknown	1	9.1	0	0.0
The chapter would have been better off if some members had not joined.	True	7	63.6	7	87.5
	False	3	27.3	1	12.5
	Unknown	1	9.1	0	0.0
I would rather some of the members who did join had not joined.	True	6	54.5	4	50.0
	False	4	36.4	4	50.0
	Unknown	1	9.1	0	0.0
We are very satisfied with our FFA membership percentage.	True	3	27.3	7	87.5
	False	7	63.6	1	12.5
	Unknown	1	9.1	0	0.0
The current "non-joiner" attitude we hear about has had little or no effect on our FFA membership.	True	4	36.4	3	37.5
	False	4	36.4	5	62.5
	Unknown	3	27.2	0	0.0

TABLE 58
(con't.)

Statement		LOW No.	LOW %	HIGH No.	HIGH %
We would prefer that our chapter have a reputation for quality rather rather than quantity.	True	9	81.8	8	100.0
	False	1	9.1	0	0.0
	Unknown	1	9.1	0	0.0
The FFA is an asset to our total vo-ag program.	True	10	90.9	8	100.0
	False	0	0.0	0	0.0
	Unknwon	1	9.1	0	0.0

APPENDIX E

MEMBERS OF REVIEW COMMITTEE

MEMBERS OF REVIEW COMMITTEE

Mr. Robert Cummings
Director of Agriculture
Templeton High School
Templeton, California 93465

Mr. Jerry Dean
Agriculture Department
Atascadero High School
Atascadero, California 93422

Mr. David Dodson
Director of Agriculture
Coast Joint Union High School
Cambria, California 93428

Mr. Rex Hayes
Director of Agriculture
San Luis Obispo Sr. High School
San Luis Obispo, California 93401

Mr. Mel Souza
Director of Agriculture
Morro Bay High School
Morro Bay, California 93442

APPENDIX F

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